

**Texas Education Agency  
Standard Application System (SAS)**

2015–2020 Texas Title I Priority Schools, Cycle 4		
<b>Program authority:</b>	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;">             Received              Texas Education Agency              2015 AUG 18 AM 11:46              Document Control Center              Grants Administration           </div>
<b>Grant period:</b>	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
<b>Application deadline:</b>	5:00 p.m. Central Time, August 20, 2015	Place date stamp here.
<b>Submittal information:</b>	<b>Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</b> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
<b>Contact information:</b>	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name		County-District #	Campus name/#	Amendment #
Texarkana ISD		019907	Westlawn Elementary	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #	
756002579	8	04	09-896-7961	
Mailing address			City	State ZIP Code
4241 Summerhill Drive			Texarkana	TX 75503

**Primary Contact**

First name	M.I.	Last name	Title
Nanette		Power	Exec. Director of Quality Assurance
Telephone #	Email address		FAX #
903-794-3651 ext 1032	nanette.power@txkisd.net		903-792-2632

**Secondary Contact**

First name	M.I.	Last name	Title
Christy		Tidwell	Coor. Of Professional Development and Continuous Improvement
Telephone #	Email address		FAX #
903-793-7561 ext 1310	christy.tidwell@txkisd.net		903-255-3280

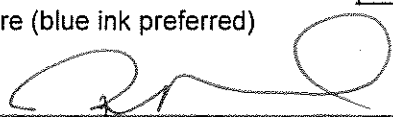
**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Paul		Norton	Superintendent
Telephone #	Email address		FAX #
903-794-3651	paul.norton@txkisd.net		903-792-2632

Signature (blue ink preferred) \_\_\_\_\_ Date signed \_\_\_\_\_



*Only the legally responsible party may sign this application.*

**701-15-107-001**

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE		<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: <ol style="list-style-type: none"> <li>1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements.</li> <li>2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable.</li> <li>3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions</li> <li>4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding.</li> <li>6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.</li> </ol>
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the <b>transformation model</b> , the campus will meet all of the following federal requirements: <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> <li>i. Take into account data on <b>student growth</b> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>ii. Uses the definition of <b>student growth</b> as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of</li> </ol> </li> </ol> </li> </ol>

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	<p>the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p> <p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <p>i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</p> <p>ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</p> <p>iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>Texas state-design model</u></b>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <b><i>Early College High School</i></b> (ECHS). In doing so, the LEA/campus will implement the following:</p> <p>1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</p> <p>2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.</p> <p>3. Provide college credit earned through the high school years for all students at no cost; including tuition,</p>

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fees and textbook costs.

4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
  - (A) Data to identify the population at risk of dropping out of school;
  - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
  - (C) Early College brochures in all languages relevant to the school community;
  - (D) Written communication plan for relevant target audiences: parents, community members, school board.

**Adapted from Texas Early College High School Blueprint, Benchmark 1.**

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
  - (A) Partnership between the school district and an institute of higher education (IHE) that:
    - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
    - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
    - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
  - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
  - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

**Adapted from Texas Early College High School Blueprint, Benchmark 2.**

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

**Adapted from Texas Early College High School Blueprint, Benchmark 3.**

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

- (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all

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students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

**Adapted from Texas Early College High School Blueprint, Benchmark 4.**

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

- 9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
  - (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
  - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
  - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
  - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

**Adapted from Texas Early College High School Blueprint, Benchmark 6.**

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- Texas Education Code [§29.908](#)
- Texas Administrative Code [§4.161](#)
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

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The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.
2. Establish or expand a high-quality preschool program.  
A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
  - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
  - (B) High-quality professional development for all staff;
  - (C) A child-to-instructional staff ratio of no more than 10 to 1;
  - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
  - (E) A full-day program;
  - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
  - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
  - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
  - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
  - (J) Program evaluation to ensure continuous improvement;
  - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
  - (L) Evidence-based health and safety standards.
3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
  - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
  - (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career

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growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.

9. Use data to identify and implement an instructional program that is:
  - (A) Research-based;
  - (B) Developmentally appropriate;
  - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
  - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
  - (A) Aligned with the school's comprehensive instructional program
  - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), [CLI Engage](#) platform, and utilize the [Texas School Ready!](#) child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
  - (A) Screen all existing staff and rehire no more than 50 percent; and
  - (B) Select new staff
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA

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	<p>to obtain added flexibility in exchange for greater accountability;</p> <ol style="list-style-type: none"> <li>6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;</li> <li>7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</li> <li>8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:             <ol style="list-style-type: none"> <li>(A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</li> <li>(B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</li> <li>(C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</li> </ol> </li> <li>9. Provide appropriate social-emotional and community-oriented services and supports for students.</li> </ol> <p>If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.</p>
11.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>Whole-School Reform model</u></b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Implement an evidence-based whole-school reform in partnership with a model developer.             <ol style="list-style-type: none"> <li>(A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.</li> </ol> </li> <li>2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <a href="http://www2.ed.gov/programs/sif/sigevidencebased/index.html">http://www2.ed.gov/programs/sif/sigevidencebased/index.html</a> These approved models are supported by:             <ol style="list-style-type: none"> <li>(A) A study of efficacy that meets What Works Clearinghouse evidence standards.</li> <li>(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.</li> <li>(C) A study which used a large sample and multi-site sampling.</li> </ol> </li> <li>3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</li> <li>4. The whole-school model must implement the model for all students in the school.</li> <li>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:             <ol style="list-style-type: none"> <li>(A) School leadership</li> <li>(B) Teaching and learning in at least one full academic content area</li> <li>(C) Non-academic supports for students</li> <li>(D) Family and community engagement</li> </ol> </li> </ol>
12.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>restart model</u></b>, the campus will meet all of the following federal requirements:</p>

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	<ol style="list-style-type: none"> <li>1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</li> <li>2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:             <ol style="list-style-type: none"> <li>(A) significant improvement in academic achievement</li> <li>(B) success in closing achievement gaps either within a school or relative to other public schools</li> <li>(C) High school graduation rates</li> <li>(D) No significant compliance issues in the areas of civil rights, financial management and student safety.</li> </ol> </li> <li>3. Enroll, within the grades it serves, any former student who wishes to attend the school.</li> </ol> <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>closure model</u></b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</li> </ol> <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <b><u>Rural LEA applicant</u></b> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here:  <a href="http://www2.ed.gov/programs/reaprlisp/eligible14/index.html">http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</a></p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>Whole-School Reform model</u></b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Implement an evidence-based whole-school reform in partnership with a model developer.             <ol style="list-style-type: none"> <li>(A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.</li> </ol> </li> <li>2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <a href="http://www2.ed.gov/programs/sif/sigevidencebased/index.html">http://www2.ed.gov/programs/sif/sigevidencebased/index.html</a>              These approved models are supported by:             <ol style="list-style-type: none"> <li>(A) A study of efficacy that meets What Works Clearinghouse evidence standards.</li> <li>(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.</li> <li>(C) A study which used a large sample and multi-site sampling.</li> </ol> </li> <li>3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation</li> </ol>

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	<p>with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <p>(A) School leadership</p> <p>(B) Teaching and learning in at least one full academic content area</p> <p>(C) Non-academic supports for students</p> <p>(D) Family and community engagement</p>
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p>
21.	<p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p>
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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On this date:

By TEA staff person:

## Schedule #4—Request for Amendment

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

**Revised Annual Budget Breakdown**

Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
\$	\$	\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**DISTRICT COMMITMENTS TO ACHIEVE FOUNDATIONAL ELEMENTS OF REFORM:**

**Vision and focus for school reform:** The district's vision and focus for implementing the TTIPS transformation model of school reform at Westlawn Elementary School centers on **providing a strong principal** who, with the help of the district, will develop and retain quality teachers and leaders at all levels of the campus. This past year, 30% of all teachers at the campus left the school. The district replaced the principal in July of 2015 with a strong transformational leader who has raised expectations for staff and students. As stated in the TISD belief statements, "the highest quality educators are necessary for the best results." The grant will provide and the district will support **recruitment, incentive, and retention stipends** to retain teachers and leaders at Westlawn and will provide more opportunities for teachers to continuously learn and grow on the job. A need for **more job-embedded professional development** was requested in a recent needs assessment. Job-embedded trainings will be offered that will include small group coaching sessions, provided by *Lead4Ward* and *Maximize Learning* that will provide teachers with tools to analyze data to reveal best strategies for differentiation in the classroom. Through smaller groups, teachers collaborate and work in a professional learning community to build their knowledge and skills around the needs of their students. This job embedded professional development provided by the grant will provide a highly collegial and collaborative approach to continuous learning which will provide a strong focus for school reform and will fit the current needs of the campus and staff. Finally, and maybe most importantly, the grant will also have a **student leadership focus** to empower students to take charge of their destiny and be responsible for their own behavior and learning.

**Sense of urgent need for change:** The urgency for change can be seen in state accountability results that show an "Improvement Required" accountability rating for the past three years. Instruction must be crafted to offer more support, more data-driven instructional strategies and **extended time for learning before school, after school and in the summer.** Newly hired Principal Taryn Wells states, "Attendance is greater than 96%. We have no problems getting our kids to come to school. Our children *want* to be here. We just need to continue exploring instructional, data-driven strategies that will boost student achievement." Westlawn is troubled by a **30% teacher turnover rate.** We find that once a teacher stays more than two years he/she becomes more invested in the challenges of teaching at Westlawn. Meagan Hensley, fifth grade teacher admits, "I tried to get a transfer out of Westlawn the first two years I was here because I just didn't understand the kids and how to reach them. I have been here six years and I wouldn't teach anywhere else now." Most of Westlawn's teachers either leave the district or transfer across the district in their first two years because they lack the training and strategies needed to teach children of poverty. The district will support **incentive pay, more layers of teacher support, and job-embedded professional development** in order to decrease the teacher retention rate and increase recruitment efforts.

**High expectations for results:** *Systemic transformation* for Westlawn Elementary will be a team effort involving district and campus leaders to accelerate achievement. School improvement occurs when teachers become researchers – researchers who **gather, interpret and use data about students' learning.** Interventionists and coaches will utilize tools such as observations and checklists, walkthrough data, checkpoint and benchmark data. Data-driven, research-based decisions will result in **small group targeted remediation, before- and after-school sessions and summer school sessions** that allow for **increased learning time.**

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The district will provide **professional development that is job-embedded** and specific to the children of Westlawn leading to quality instruction and higher achievement. New Principal Taryn Wells is uniquely qualified to lead Westlawn having previously lead Dunbar Elementary, the feeder prekindergarten campus. She is vastly knowledgeable about the culture of the community. The TOTAL child will be the main thrust for campus efforts under the leadership of Mrs. Wells, however, strong, meaningful teacher growth will be one of the many factors that will lead to the transformation of Westlawn. The PDAS is the main instrument used to evaluate teachers. **Student growth** data will be integrated into the comprehensive assessment with student growth as 20% of their evaluation score. A principal's day is fraught with stops and starts – meetings and situations that need immediate attention making it difficult to perform walkthroughs and post-conferences with all the teachers all the time. The district will provide for **two additional instructional coaches** and **two additional interventionists**, all of whom will play a vital role in the effective supervision and support of teachers and will foster not only high expectations but will also provide the level of support to achieve high expectations.

**Operational flexibilities that will be afforded the campus in a reform effort:** *Systemic transformation* cannot happen if the principal and staff are encumbered by rigid schedules and inflexible methods of teaching. The principal will have flexibility to extend the day, hire, develop or remove teachers and have control over her budget. Implementation of new flexible schedules and support structures will be developed and sustained only through the examination of multiple layers of data and observation. In order to **recruit** teachers to Westlawn, **stipends** will be provided to entice applicants to become a member of the Westlawn family. **Retention of teachers** will occur when teachers are provided with **opportunities to advance** from classroom teacher to grade level chair, coaching, intervention and campus level administration. **Financial awards** for achieving student growth on the STAAR will be provided for classroom teachers and, conversely, teachers who cannot or will not improve student growth will be replaced.

**DISTRICT AND CAMPUS CAPACITY AND ABILITY TO BENEFIT FROM THE GRANT:**

**Organizational structures:** With district and campus leadership and support, teaming, collaboration and support structures play a vital role in helping teachers to *accelerate instruction* by allowing teachers to share, model and delve into data that will turn teachers into researchers who put data analysis into action. Teaming will tighten both the horizontal and vertical alignment of instruction and will provide a support structure for teachers new to the campus and new to school reform activities. These practices are already in place at Westlawn to help with *sustained reform*, and with the new principal, strategies that support for instruction will continue.

**Existing capacity and resources:** A coach and an interventionist have been in place on the Westlawn campus to provide teachers with academic support. The district and the campus realize that the number of coaching and intervention positions needs to be expanded so that each grade level will receive the support and coaching needed to provide uniform, consistent grade-level and subject specific strategies. Westlawn was the fortunate recipient of an Apple© grant for technology infrastructure and for devices for all the teachers and students. This coming school year Westlawn will **leverage resources from previous funding sources** such as local SCE, Priority and Title One funds to provide for coordinated efforts that lead to systemic transformation.

**Communication structures:**

Strong district and campus communication structures are in place at the district level and at Westlawn Elementary with principal to faculty communication and faculty to student communication. Parent involvement remains to be a challenge for the campus and there is a need for a stronger **connection to families in the community**. A part-time **family and community engagement specialist** would develop and direct activities that open the lines of communication between the community and the school by fostering children's motivation, passion and connection to others. Campus-to-community communication will occur through newsletters, emails, mail-outs, weekly meetings, and parent-involvement efforts. Ongoing intensive **technical assistance** will be provided through the district's layers of administrative governance so that the campus and the district work as a cohesive team to communicate and evaluate the effectiveness of grant activities.

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By TEA staff person:



**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 019907 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. Fund code: 276

**Budget Summary**

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$350,270	\$	\$	\$599,738	\$	\$599,738	\$	\$599,738	\$	\$599,738	\$	\$2,749,224
#8-Professional and Contracted Services	6200	\$76,500	\$	\$	\$76,500	\$	\$76,500	\$	\$56,500	\$	\$56,500	\$	\$342,500
#9-Supplies and Materials	6300	\$40,000	\$	\$11,000	\$40,000	\$	\$40,000	\$	\$40,000	\$	\$40,000	\$	\$211,000
#10-Other Operating Costs	6400	\$37,000	\$	\$	\$37,000	\$	\$37,000	\$	\$37,000	\$	\$37,000	\$	\$185,000
#11-Capital Outlay	6600/ 15XX	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$0

Consolidate Administrative Funds ☐ Yes ☒ No

3.2% indirect costs (see note):	\$16,121	\$352	\$24,104	\$0	\$24,104	\$0	\$24,104	\$0	\$23,464	\$0	\$23,464	\$0	\$111,609
Grand total of budgeted costs (add all entries in each column):	\$519,891	\$11,352	\$777,342	\$	\$777,342	\$	\$777,342	\$	\$756,702	\$	\$756,702	\$	\$3,599,331

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$3,599,331
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$179,967
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years. Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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## Schedule #7—Payroll Costs (6100)

Amendment # (for amendments only):

County-district number or vendor ID: 019907

Employee Position Title	Estimated # of Positions Funded	Estimated # of Positions Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
<b>Academic/Instructional</b>									
1 Teacher(Tech Integration)	1		\$22,133	\$	\$44,265	\$44,265	\$44,265	\$44,265	\$199,193
2 Educational aide			\$	\$	\$	\$	\$	\$	\$
3 Tutor			\$	\$	\$	\$	\$	\$	\$
<b>Program Management and Administration</b>									
4 Grant Mgr./Extended Day Coordinator	1		\$33,286	\$	\$66,571	\$66,571	\$66,571	\$66,571	\$299,570
5 Administrative Assistant	1		\$15,827	\$	\$31,654	\$31,654	\$31,654	\$31,654	\$142,443
6			\$	\$	\$	\$	\$	\$	\$
<b>Auxiliary</b>									
7 Title			\$	\$	\$	\$	\$	\$	\$
8 Title			\$	\$	\$	\$	\$	\$	\$
9 Title			\$	\$	\$	\$	\$	\$	\$
<b>Other Employee Positions</b>									
10 Instructional Coach	2		\$62,073	\$	\$124,146	\$124,146	\$124,146	\$124,146	\$558,657
11 Academic Interventionist	2		\$62,073	\$	\$124,146	\$124,146	\$124,146	\$124,146	\$558,657
12 Family/Community Engagement Coordinator	.5		\$12,500	\$	\$25,000	\$25,000	\$25,000	\$25,000	\$112,500
13			\$207,892	\$	\$415,782	\$415,782	\$415,782	\$415,782	\$1,871,020
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>									
14 6112 Substitute pay			\$	\$	\$	\$	\$	\$	\$
15 6119 Professional staff extra-duty pay			\$18,000	\$	\$18,000	\$18,000	\$18,000	\$18,000	\$90,000
16 6121 Support staff extra-duty pay			\$3,000	\$	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
17 6140 Employee benefits			\$58,378	\$	\$99,956	\$99,956	\$99,956	\$99,956	\$458,204
18 61XX Tuition remission (IHEs only) (recruit/retain stipends)			\$63,000	\$	\$63,000	\$63,000	\$63,000	\$63,000	\$315,000
19			\$142,378	\$	\$183,956	\$183,956	\$183,956	\$183,956	\$878,202
<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>									
20			\$350,270	\$	\$599,738	\$599,738	\$599,738	\$599,738	\$2,749,224

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By TEA staff person:

RFA #701-15-107; SAS #191-16  
2015--2020 Texas Title I Priority Schools, Cycle 4

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)									
County-district number or vendor ID: 019907								Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.									
Professional and Contracted Services Requiring Specific Approval									
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$	\$	\$	\$	\$	\$	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$	\$	\$	\$	\$	\$	\$	
Professional Services, Contracted Services, or Subgrants									
#	Description of Service and Purpose	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years	
1	Eric Jensen – "Teaching and Engaging with Poverty in Mind"	\$33,000	\$	\$33,000	\$33,000	\$33,000	\$33,000	\$165,000	
2	Lead4Ward – STAAR data disaggregation on-site training	\$3,500	\$	\$3,500	\$3,500	\$3,500	\$3,500	\$17,500	
3	Write Tools – writing strategies	\$20,000	\$	\$20,000	\$20,000	\$	\$	\$60,000	
4	Maximize Learning – one-on-one coaching 4 sessions/year	\$20,000	\$	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000	
5		\$	\$	\$	\$	\$	\$	\$	
6		\$	\$	\$	\$	\$	\$	\$	
7		\$	\$	\$	\$	\$	\$	\$	
8		\$	\$	\$	\$	\$	\$	\$	
9		\$	\$	\$	\$	\$	\$	\$	
10		\$	\$	\$	\$	\$	\$	\$	
b.	Subtotal of professional services, contracted services, or subgrants:	\$76,500	\$	\$76,500	\$76,500	\$56,500	\$56,500	\$342,500	
a.	Subtotal of professional and contracted services requiring specific approval:	\$	\$	\$	\$	\$	\$	\$0	
b.	Subtotal of professional services, contracted services, or subgrants:	\$76,500	\$	\$76,500	\$76,500	\$56,500	\$56,500	\$342,500	
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	\$	\$	\$	\$	\$	\$	\$0	
(Sum of lines a, b, and c) Grand total		\$76,500	\$	\$76,500	\$76,500	\$56,500	\$56,500	\$342,500	

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For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

Schedule #9—Supplies and Materials (6300)												
County-District Number or Vendor ID: 019907					Amendment number (for amendments only):							
Expense Item Description												
Technology Hardware—Not Capitalized												
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	Desktop Computers	Grant Director and Administrative Assistant	2	\$2,000							
	2	Printers	Grant Director and Administrative Assistant	2	\$1,000							
	3				\$	\$	\$6,000	\$	\$	\$	\$	\$6,000
	4				\$							
	5				\$							
6399	Technology software—Not capitalized COMPASS LEARNING					\$25,000	\$	\$25,000	\$25,000	\$25,000	\$25,000	\$125,000
6399	Supplies and materials associated with advisory council or committee					\$	\$	\$	\$	\$	\$	\$
	Subtotal supplies and materials requiring specific approval:											
	Remaining 6300—Supplies and materials that do not require specific approval:					\$15,000	\$5,000	\$15,000	\$15,000	\$15,000	\$15,000	\$80,000
	Grand total:					\$40,000	\$11,000	\$40,000	\$40,000	\$40,000	\$40,000	\$211,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)									
County-District Number or Vendor ID: 019907		Amendment number (for amendments only):							
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years	
6412	Travel for students (includes registration fees; does not include field trips): Specify approval required only for nonprofit organizations. Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$	\$	\$	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$	\$	\$	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$	\$	\$	\$	\$	\$	\$	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$		\$		\$		\$	
Remaining 6400—Other operating costs that do not require specific approval:		\$37,000	\$	\$37,000	\$37,000	\$37,000	\$37,000	\$37,000	\$185,000
Grand total:		\$37,000	\$	\$37,000	\$37,000	\$37,000	\$37,000	\$37,000	\$185,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600/15XX)										
County-District Number or Vendor ID: 019907					Amendment number (for amendments only):					
15XX is only for use by charter schools sponsored by a nonprofit organization.										
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1		N/A	N/A	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Technology hardware, capitalized										
2			\$	\$	\$	\$	\$	\$	\$	\$
3			\$	\$	\$	\$	\$	\$	\$	\$
4			\$	\$	\$	\$	\$	\$	\$	\$
5			\$	\$	\$	\$	\$	\$	\$	\$
6			\$	\$	\$	\$	\$	\$	\$	\$
7			\$	\$	\$	\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Technology software, capitalized										
9			\$	\$	\$	\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$	\$	\$	\$
12			\$	\$	\$	\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles										
14			\$	\$	\$	\$	\$	\$	\$	\$
15			\$	\$	\$	\$	\$	\$	\$	\$
16			\$	\$	\$	\$	\$	\$	\$	\$
17			\$	\$	\$	\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$	\$	\$	\$
19			\$	\$	\$	\$	\$	\$	\$	\$
20			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21			\$	\$	\$	\$	\$	\$	\$	\$
Grand total:				\$	\$	\$	\$	\$	\$	\$

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Part 1: Student Demographics- Data.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	360		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	301	83.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	28	7.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	19	5.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	343	95.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	6	1.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	63	17.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	183		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in In-School Suspension	62		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	106		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	15		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		95.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		NA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		NA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	251	43%(bridge)	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	251	59%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		NA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		NA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	NA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	NA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		NA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Part 2: Student Demographics- Comments**

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Westlawn Elementary in Texarkana, Texas is an inner city school in a mid-size community. In a search for peer schools the only comparisons that can be found are urban inner city schools. There are NO schools in this part of the state that remotely resemble Westlawn Elementary. The children live in generational poverty; have poor achievement, unemployed parent(s) and/or incarcerated parent(s). Out of 254 counties in Texas, Bowie County ranks in the top 16 counties for having the highest incarceration rate (Texas Commission on Jail Standards, June, 2015). The US Census Bureau shows that Texarkana, Texas has a 22.3% poverty rate as compared to the statewide rate of Texas 17.6%. Texarkana's median household income is \$38,887, whereas the median income for the state of Texas is \$51,900. With these statistics, hope for the future would seem unattainable for the children of Westlawn.

The staff closely monitors student growth and progress. Westlawn saw an average **increase of 6 points** per year over the last four years in reading. Math saw a **3-point loss**, and writing saw a **12-point loss**. Students have limited vocabulary and even more limited experiences about which to write. The lack of oral language development hinders the students in expressing their thoughts in writing. One major reason for deficient language skills is that these students use primarily their informal voice and have little exposure to the formal voice [standard English](Ruby Payne).

Radical efforts by the TISD administration have been attempted to bring about student academic improvement. In the 2012-13 school year there were three campuses serving the students in the College Hill area of Texarkana: Dunbar Elementary, Theron Jones Early Learning Center and Westlawn Elementary. Dunbar served students in 3<sup>rd</sup>-5<sup>th</sup> grade, Theron Jones served early childhood-2<sup>nd</sup> grade and Westlawn served early childhood through 5<sup>th</sup> grade. In an effort to restructure the schools in this area to better target the needs of the children, TISD made the following changes:

- Dunbar became an early education center serving only early childhood and prekindergarten.
- Theron Jones Early Learning Center became a kindergarten through 2<sup>nd</sup> grade campus, and
- Westlawn became a 3<sup>rd</sup> through 5<sup>th</sup> grade campus.

All three campuses share the same or similar student demographics but this new restructuring brought about a laser focus on the particular needs of each campus. This configuration has been in existence for only two years. These campuses have seen a **30% student mobility rate** and a **30% teacher turnover rate** in the past making it difficult for students to feel connected to the staff and making reform efforts and sustained professional development inconsistent. With the TTIPS grant job-embedded professional development, instructional support/mentoring and teacher incentives will vastly improve Westlawn's troubling statistics to retain teachers and invest in student progress.

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<b>Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)</b>			
County-district number or vendor ID: 019907		Amendment # (for amendments only):	
<b>Part 3: Staff Demographics- Data</b>			
Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Category	Number	Percent	Data Source
Total Staff	50.3		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	29.5	58.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	4.3	8.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	3.5	6.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	13	26%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	12	40.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	.4	1.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	17.1	58%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	.6	1.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	12.1	41.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	6.2	20.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	8.3	28%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	2.4	8.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	\$36,693		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	\$38,446		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	\$41,374		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	\$49,001		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years(20+ yrs)	\$54,740		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0	0%	PEIMS
Staff with Bachelor's degree as highest level attained	19.4	65%	PEIMS
Staff with Master's degree as highest level attained	10.4	35%	PEIMS
Staff with Doctoral degree as highest level attained	0	0%	PEIMS

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Part 4: Staff Demographics- Comments**

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Westlawn has an alarming **teacher turnover rate of 30%**. Research from Richard Ingersoll shows that retention issues are disproportionately located in high-poverty areas. Westlawn's economically disadvantaged rate is 95.3%. According to Ingersoll, "We have the wrong diagnosis and the wrong prescription.... It's not that we produce too few teachers, it's that we lose too many."

Any solution to teacher retention problems needs to focus not on making teaching more attractive to potential teachers but on *retaining teachers* once they have been hired. To fix the problem we need to improve the quality of teachers and teaching, and the way to do that is to improve the quality of the job, particularly on high-need campuses. Advancement is key to retaining teachers. The table below shows a progression of advancement a teacher will have on the campus level with salary increases at every position:

Classroom teacher⇒Grade Level Chair⇒Interventionist/Coach⇒Assistant Principal⇒Principal

Classroom teachers who are successful want to advance to positions like grade-level chairs, coaches, interventionists, and campus administration. Lack of advancement opportunities is only one reason teachers leave the classroom. Most teachers feel that they have too little influence in schools and that they are overburdened and underappreciated for their hard work.

Westlawn teachers often cite **student behavior** issues as the reason for leaving the campus, along with a lack of understanding of how to teach children from high-poverty areas. TISD wants to focus on creating environments where teachers have all the tools and training they need to reach these children. Eric Jensen, a world renowned expert in educational neuroscience, will provide training for teachers to learn how to intervene in positive, practical, research-based ways that can drastically improve achievement scores. His 3 day workshop, "*Teaching and Engaging with Poverty in Mind*" provides teachers with tools to build relationships, to engage students in the learning and to foster a climate of trust and understanding. The only effective professional development is one where there is follow up, coaching and classroom observations. *Maximize Learning*, led by LeAnn Nickelsen, provides this service that dovetails with the teachings of Eric Jensen. Our teachers need one-on-one coaching and expert advice on the implementation of research-based strategies. Efforts from Jensen and Nickelsen will provide strategies and follow up support to implement reform efforts that will bring Westlawn out of their IR rating.

TISD wants their teachers to feel like they are part of a team and not feel isolated with no support structures. There is a need for teachers to collaborate with each other and they need a voice in the decision-making processes. They need to feel free to take risks and they need to be rewarded for their successes. These needs will be addressed through the TTIPS grant with the addition of more support staff who bring experience and expertise to assist in classroom practices.

Currently Westlawn has one interventionist and one coach for three grade levels and all subject areas. Seeing the potential for meaningful, timely support, Westlawn needs to have a coach and an interventionist for each grade level. An Apple© grant was awarded to Westlawn this past school year; however, devices and trainings have not yet been implemented. With the provision of the technology provided by this grant, a technology integration specialist would be crucial in providing day-to-day support for the teachers by providing such services as troubleshooting of technology devices, researching appropriate educational apps and modeling of technology-infused lessons. Our staff needs any and all state-of-the art tools and techniques to reach today's children.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Part 5: Students to Be Served with Grant Funds.** Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
				129	108	123								360

**Part 6: Teachers to Be Served with Grant Funds.** Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
				6	6	6								18

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

**Part 1: Process Description.** Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

*"People without information cannot act. People with information cannot help but act."*

*Ken Blanchard*

The **transformation model** was chosen for Westlawn Elementary school because the federal requirements in this model are the best vehicle for change for this campus.

The process for data analysis and needs assessment:

1. Establish the Purpose of the Needs Assessment and Establish the Team – Selection of this framework of strategies to improve the campus came from a multi-layered team of educators including district Level instructional administrators, professional service provider TCDSS, campus administration, campus instructional coaches, interventionists, and teachers with varying levels of experience. The purpose of the needs assessment is to bring clarity to the needs of the campus for effective planning and for meeting annual measurable objectives to exit our Improvement Required status. A needs assessment directed by district and campus administration led the group to select the **Transformation Model**.
2. Gather Data – TISD and Westlawn regularly and continually use data to obtain information all the way from the summative STAAR assessment down to the daily classroom formative assessments. Soft data, like surveys and questionnaires, provide information that cannot be calculated into numbers and percentages, however, they still have value in the needs assessment. Trends in data are tracked and examined to help make adjustments to classroom strategies and campus-wide initiatives. Implementation data include lesson plans, walkthrough data, quality of feedback and support given to teachers, parent/community data and summaries of root cause analyses. "Data gatherers" will be the coaches and interventionists.
3. Analyze and Organize Data – Weekly grade level meetings, bi-monthly leadership team meetings and monthly district level meetings have all served as channels for decision-making and quality assurance check-ups. An active site-based decision making committee functions to provide two- and three-way information and communication for all stakeholders. It is critical to improvement for all stakeholders to have a voice and to participate in collaborative efforts and decision making processes.
4. Conduct a Root Cause Analysis – using the 10-5-5 process, honest discussion and dialogue during the session revealed the need to provide all teachers with more intense academic support and collaboration. Children have difficulty with transitions because terms, vocabulary and structures vary from classroom to classroom and from grade level to grade level – there is a need for continuity and structures. Behavior management came to be revealed as a root cause for teachers to be able to use class time effectively. It was noted that the children's lack of experiences prevented them from being able to express themselves both orally and in writing. Sometimes behavioral issues come in to play when students are frustrated and feel inadequate. Parents are reluctant to come to the school for a variety of reasons including negative experiences when they were in school, however, we know that parents play a key role in improvement.
5. Prioritize Needs – With the identification of the most essential causes of the problems that are in our control we began the development of an action plan. For the TTIPS grant we concentrated on essential systemic needs as defined by the CSF and Transformation Principles, such as recruiting and retain teachers, providing extended learning time and receiving job-embedded professional development – all of which will help us meet the requirements of the Transformation Model of school reform.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Part 2: Model Selection and Best-Fit.** Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Transformation

☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

**Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Transformation Model contains the elements most needed for Westlawn to accomplish the main goal: **improve student achievement**. A rigorous, transparent and equitable **evaluation system** will provide teachers with timely, specific feedback on classroom strategies and student performance. We believe that with more visible and meaningful support from instructional coaches and interventionists, student growth will inevitably follow. Westlawn struggles to both recruit and retain teachers because the students, who are very poor, are challenging to teach. **Signing incentives and awards for student growth** will be a carrot to entice teachers to invest in the Westlawn family. **Job embedded professional development** will provide teachers with the much needed understanding of the child of poverty – their environments, their challenges outside school and their struggle to survive and achieve. Understanding the child and building meaningful relationships with children and families will enable teachers to delve into **data and multiple means of assessment** at all levels of the data collection pyramid.

Student behavior issues are a concern for teachers at Westlawn. Along with training from Eric Jensen on reaching children of poverty, there will be a concerted effort to encourage students to take control of their learning and their behavior so they can see the relevance in classroom activities. *Maximize Learning* strategies embedded with **one-on-one coaching sessions** will help teachers deliver effective strategies with from grade level to grade level. Structures and vocabulary need to be consistent and need to be implemented with fidelity in every classroom and at every grade level. Training in specific processes in subject-specific areas, like writing, will build confidence for students as they encounter the same language, structures and tools (graphic organizers) in every class. Systemic transformation helps the students know what to expect – they depend on it.

Achievement is still the biggest hurdle at Westlawn. *We firmly believe in the premise that student growth can happen!* Extended learning time is an absolute must. **Flexible scheduling, innovative staffing, job-embedded professional development and effective implementation of research-based strategies** are the answers to our school improvement effort.

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By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Part 4: Model Selection-Stakeholder Input.** Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family engagement is an integral component of schools; with parents fitting squarely within the school and community ecosystem that supports students' academic and social-emotional success (Children's Aid Society, 2003).

With that in mind, efforts to seek input from parents and community members have included:

- Parent and community representation on the campus site-based decision making committee
- Special events such as family nights and awards ceremonies
- Surveys and questionnaires

Input from these events has helped the campus leadership team to address parent and community concerns. The most pressing concern of Westlawn parents is their inability to help their children with schoolwork because they often lack the skills or reading level to assist them. In response to that concern, family nights will be held where reading and math games will be introduced to the parents and their children. Supplies to build and play those games at home were provided to the parents. Other input from parents included the request to continue the extended day and summer school schedules. Westlawn will continue to offer extended day and summer school and will continue to listen to the parents and community members to respond to their concerns.

Why is family engagement necessary, especially in a neighborhood community like Westlawn's? The table below spells out the benefits in three areas:

Student Benefits	Family Benefits	School Benefits
<b>Achievement gains</b> <ul style="list-style-type: none"> <li>• Work harder</li> <li>• Perform better</li> <li>• Engage in school</li> </ul> <b>Emotional well-being</b> <ul style="list-style-type: none"> <li>• Motivated</li> <li>• Feel proud</li> <li>• Sense support</li> </ul>	<b>Better informed about:</b> <ul style="list-style-type: none"> <li>• Child's school life</li> <li>• School system</li> <li>• Social services</li> </ul> <b>Build capacity for:</b> <ul style="list-style-type: none"> <li>• English proficiency</li> <li>• Math strategies</li> <li>• Leadership skills</li> </ul>	<b>Classroom support</b> <ul style="list-style-type: none"> <li>• Ease teacher workload</li> <li>• Reduce discipline issues</li> </ul> <b>School-wide support</b> <ul style="list-style-type: none"> <li>• Improve school unity</li> <li>• Boost morale</li> <li>• Improve program quality</li> </ul>

Achievement of these benefits can be realized by hiring a **family engagement specialist** whose main role is to improve the relationship between the school and home. This specialist will develop and facilitate activities to involve parents and community members and will provide a steady stream of information between the school and the community as a whole. Outreach will include home visits and parent training held off campus in the community. Businesspersons will be encouraged to allow students to intern and/or job-shadow so that students can be exposed to future goal opportunities. Presentations concerning Westlawn's efforts to merge the school with the community will be made at local organization meetings. Having a person completely dedicated to engaging parents and community members will ensure that a good faith effort will be made to improve relations. We believe that a strong connection to the home and community will help with student behavioral issues, which are a major concern for the staff at Westlawn.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Part 1: Staff Role and Qualifications.** List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	The DCSI serves as a support and liaison to campuses in the school improvement process, and serves as a key member of the district leadership team responsible for overseeing district-level accountability and for conducting performance-based monitoring interventions.	Certification in mid-management with experience in administering grant requirements, fiscal responsibility and programming expertise
2.	Academic Interventionist	Interventionists work with both teachers and students to assist with academic tutoring, assessment and differentiation/modifications of instruction. Interventionists facilitate the academic RTI process and monitor student progress and provide corrective feedback.	Certified teacher with at least 10 years classroom experience at the elementary level
3.	Family and Community Engagement Specialist	As a part-time position the Family and Community Engagement Specialist develops and coordinates activities and training that help families support their students to be successful at school and to assist with behavioral issues.	Certified social worker with an education background or a certified teacher with at least 5 years of classroom experience and must have the ability to relate to parents and members of the community – must have strong communication skills
4.	Instructional Coach	Instructional coaches facilitate staff development, training and on-going support for teachers. The coach will also provide technical support to collaborative teams as they assess student progress and disaggregate data and design interventions.	Certified teacher with at least 10 years classroom experience at the elementary level
5.	Grant Director/Extended Day Coordinator	The grant director works to meet grant requirements, activities and expenditures. Director must attend required trainings and submit reports to TEA/TCDSS in a timely manner and must work collaboratively with campus leadership. Additionally, the director will coordinate before- and after-school activities as well as summer school activities.	Certified teacher with a masters degree in administration and at least 5 years elementary classroom experience and experience in directing grants, submitting reports and working with teams of teachers and administrators
6.	Administrative Assistant to Grant Director	The administrative assistant works directly with the grant director to assist in submitting reports and carrying out grant activities.	High school degree with experience in the use of technology and productivity software.
7.	Technology Integration Specialist	The main role of the tech integrationist is to support teachers in the use of technology by troubleshooting devices, modeling lessons and training teachers in the use of technology in the classroom.	At least five years teaching experience with a strong background in technology integration.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Part 2: External Provider Role and Qualifications.** List all external provider contractors/consultants, selected by the district/campus that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do not include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Write Tools	Provides strategies/structures to utilize in writing instruction so that every grade level has continuity in language and processes in the process of writing.	Must be a certified teacher who has experience in the teaching of writing at the elementary level.
2.	Eric Jensen: <i>"Teaching and Engaging with Poverty in Mind?"</i>	Provides teachers with understanding the children of poverty and designing interventions and strategies that improve the school performance of children of poverty. This training will address student behavior issues. Teachers who understand the home environment from which these children come will better address student behavior.	Must have provided training and coaching at campuses similar to Westlawn – trainer must be a certified Eric Jensen teacher with extensive experience with children of poverty.
3.	Lead4ward	Assists and guides in the collation of data from a variety of sources including STAAR and accountability indices along with an in-depth look at the deconstruction of the TEKS.	Trainer must deliver effective tools and strategies in the use of data gleaned from STAAR, accountability and the TEKS.
5.	LeAnne Nickelsen, <i>"Maximize Learning"</i>	Certified instructors will provide one-on-one coaching, classroom observations and timely critiques of the implementation of strategies delivered through this training.	Trainer must be certified by <i>Maximize Learning</i> .
6.			

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Part 3: Commitment and Succession.** Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Commitment to the project's success is critical. Leaders who demonstrate commitment and intentionally invest in building community offer living proof that the school believes in the transformation process. Leaders who believe in the transformation that will occur with the TTIPS grant have already been involved in priority/school improvement efforts over the past three years. Those leaders include the DCSI, the principal, district instructional leaders, instructional coaches, teachers and external service providers. Westlawn enjoys a high-trust environment that will sustain and prove ongoing support and technical assistance for the campus. A TTIPS Advisory Council will be formed consisting of campus and district leadership, teachers, parents, the TTIPS grant director and community members. Meeting at least monthly, this group will examine the successes of the program as well as the challenges. Teachers, including TTIPS grant staff, will meet weekly with coaches, campus administration and support staff to discuss and evaluate program efforts. These collaborative avenues will shore up support for those teachers new to the campus and new to the school improvement process.

With a strong focus on continual, regular communication between all stakeholders in the grant, Westlawn will be able to replace members of the team and bring them in on the meetings and the conversations to be sure new staff are immediately brought into the fold of school improvement. Trainings and pertinent information concerning the requirements and activities of the grant will be provided in a timely manner to ensure that all efforts continue to move forward and not regress due to staff turnover.

TISD engages in a strategic succession management plan that is systemic, proactive and positive. There is a strong focus on resources such as time, money and personnel that are valued highly. It is the goal for TISD to manage their human capital in order to develop a means to build talent from within the district. Teacher leaders and campus administrators are placed in leadership roles such as committee chairs, project directors and activity coordinators and they serve on the district and campus site-based decision making committee. In this effort, TISD administration is able to create capacity, groom prospective leaders and ensure leadership development and continuity. The district employs six essential strategies to promote leadership development:

1. Create a formal leadership development plan
2. Develop succession plan with a management component
3. Create a framework that provides for lateral and vertical capacity building
4. Develop collaborative leadership teams which support and promote distributed accountability
5. Put teachers into collaborative teams/PLCs and appoint one teacher as leader of each team
6. Make leadership development a specific essential job function on all administrative/supervisory job descriptions

TISD sees the need to keep Westlawn's teaching staff challenged and stimulated so as to not lose them to other campuses or other districts. With the TTIPS grant, we plan to offer a career path for our most talented teachers and we will offer incentives that will improve the retention rate of our staff. This plan will be dynamic and will include consideration of each individual involved – his or her needs and capabilities. TISD hopes to build a cadre of desirable candidates who will be integrated into leadership positions so as to keep improvement activities alive and in the forefront of transforming the campus.

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## Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Part 4: Sustainability.** What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?  
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With any comprehensive initiative, sustainability after the grant funding ends is always a challenge and this project will be no exception. With the TTIPS grant, Westlawn is examining effective processes and vital support systems to ensure sustainability after the grant. Using the following strategies Westlawn and TISD leaders will develop a sustainability plan based on the following:

◆ **Develop a clear vision**

Defining the vision of the project was the first step in applying for this grant. The TISD Site-Based Decision Making Committee developed the following compelling vision statement for this project:

*Through the TTIPS Transformation, Westlawn Elementary students will receive individualized instruction and emotional/social support by nurturing the whole child for success in the areas of reading, mathematics and writing, thereby assuring readiness for college and/or career.*

◆ **Use results to drive decisions**

Proving and improving effectiveness and measurable indicators of success drives both internal management and external support of this sustainable initiative. We will use targeted, strategic and practical approaches to results-based decision-making and we will prepare and analyze data for outcome-based evaluation.

◆ **Employ strategic financing**

Analyzing this initiative's resource needs and implementing an appropriate strategic financing plan will provide us with a diverse portfolio to sustain our work. Financing strategies will involve maximizing other grants and federal funds, creating and accessing dedicated revenue and maximizing in-kind revenues.

◆ **Build broad-based community support**

Support from a wide range of community stakeholder groups will be pivotal in sustaining this program. By building support among leaders in our district, businesses, families and the community, this program will create a unique niche in our community and develop a strong identity as an important initiative for children and families. In turn, Westlawn Elementary's TTIPS transformation will gain the attention needed for continuation of our improvement efforts.

◆ **Cultivate key champions**

Champions for the program will be cultivated so that these individuals can use their power and influence to generate support, build public will and garner increased support from public and private resources. Local, state and federal elected officials are the primary examples of key champions. Other key champions will come from Texarkana's successful alumni. By demonstrating the effectiveness of the TTIPS project we will be able to secure necessary funding. Our strong track record will be a valuable asset to secure funding and support from businesses and the community.

◆ **Monitor trends and adapt to changing conditions**

To ensure Westlawn's ability to thrive over time, leaders will monitor trends and outcomes by being proactive rather than reactive, and being willing to make adjustments. Weighing strengths and weaknesses and compiling them into a needs assessment that is transparent and shared with all stakeholders is key to the sustainability of the project.

By following these steps this project will ensure that Westlawn Elementary continues to prepare our students for the world of college and career for many years to come. We will approach success with coordination and commitment combined with preparation for sustainability from the outset of this project to implement a strong sustainability process.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Part 1: Establishing Performance Measures.** Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Examining trends in data from year to year for all accountability subsets will reveal areas of performance measures in need of improvement. The campus leadership and academic support staff conduct a study of all student data and they disaggregate performance measures to reveal areas for intervention and improvement. For example, a study conducted from 2012 to 2015 depicts trends in STAAR scores in the following table:

<i>All Students</i>	2012	2013	2014	2015
<b>Reading</b>	40%	43%	53%	59%
<b>Math</b>	46%	41%	52%	43%
<b>Writing</b>	54%	34%	48%	42%

Westlawn's performance is below the other elementary schools in the district. Close data analysis of trends, performance gaps and individual student growth will be the task of the leadership team which will set challenging yet attainable improvement goals over the period of the grant. Goals for achievement over the TTIPS five year period include:

<i>All Students</i>	Baseline 2015	Jan 1- June 1, 2016	2016-17	2017-18	2018-19	2019-20
<b>Reading</b>	59%	64%	69%	74%	79%	83%
<b>Math</b>	43%	48%	53%	60%	65%	70%
<b>Writing</b>	42%	47%	52%	58%	65%	70%

**Part 2: Data Collection.** Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Using the **Data Collection Pyramid**<sup>1</sup>(TTIPS) and **TAIS Guidance Documents** (TCDSS) the leadership team and teacher teams will examine all levels of data, from the summative STAAR performance down to the daily/weekly formative assessments. Along with leadership and teacher examinations of data Westlawn wants to establish processes where students actually take control of their improvement and set individual achievement goals.

Teachers and the campus interventionist keep records and documentation of any extra tutoring or extended learning activities that the students attend. Meticulous records are kept on every individual student as attainment of the skills from the TEKS is tracked. Co-teaching is employed in classrooms so that two teaching professionals can monitor student progress. Teachers have individual conferences with students to involve them in their own academic improvement.

We believe that professional learning communities will have a tremendous impact on improvement. PLCs make impact only if all relevant players are at the table – teachers, coaches, interventionists and administrators. Through the use of PLCs we intend to marry research and practice with evaluation and assessment of our activities and strategies. Job-embedded professional development from providers like *Lead4Ward* will keep our staff on the cutting edge of interpreting all assessment data with a keen focus on such tools as quintiles, teacher perceptual data and frequency distributions. The Westlawn staff wants to know what works and why, and conversely, they want to know what doesn't work and why. With the layers and stratifications of performance information, teachers will be able to unpack their instruction and find successful practices.

<sup>1</sup>Love, N. B. (2008). *The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry*. Sage Publications.

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**Schedule #15—Project Evaluation (cont.)**

County-district number or vendor ID: 109907

Amendment # (for amendments only):

**Part 3: Assessing effectiveness of interventions.** Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Most people have a GPS app on their Smartphone or car. It tells you what time you can expect to arrive and that arrival time is always correct because the unit *continually* updates the expected arrival time as new data come in about road delays, speed and so forth. Not unlike a GPS system, teacher teams constantly reassess their action plan as new learning and teaching data come in. They make necessary instructional modifications along the way in hopes of achieving their target learning goals right on time.

Armed with data collected primarily from the Data Collection Pyramid (TTIPS)<sup>1</sup> teachers, interventionists and academic coaches have a multi-faceted process for assessing programs and interventions by following a data action model. Levels of data considered include:

- ◆ Summative – annual state assessments
- ◆ Data about people, practices and perceptions – 2-4 times a year
- ◆ Benchmark common assessments – 2 times a year
- ◆ Formative common assessments – 1- 4 times a month
- ◆ Formative classroom assessments – daily/weekly

Early meetings during the school year involve a review of existing data and decisions about who will collect which of the data pieces for further examination. Instructional coaches are charged with triangulating the data to organize information in a form that brings out trends, strengths and weaknesses. With further weekly meetings interventionists assist the team with identification of learning and/or instructional gaps revealed by the collection of data. Goals are set and a means for further evaluation is determined. Next steps include the review of strategies and activities and the development of an intervention plan. Artifacts such as data tables, student work, teacher lesson plans, and assessment instruments receive intense scrutiny by the team to evaluate the effectiveness of activities and interventions.

For this systemic process to be effective it takes an inordinate amount of time and it takes dedicated people whose primary role it is to gather and collate data. Westlawn would like to see the addition of 2 more instructional coaches and 2 more academic coaches to assist the teachers and to serve as liaisons between the teaching staff and the administrative staff. Although instructional coaches are the “boots on the ground,” it will be the campus principal who must have the ability to lead and to redirect ineffective teaching. No one can lead in an environment where practice and learning outcomes are ignored or trivialized. No one can lead effectively if constructive feedback is an invasion of privacy or an affront to professionalism. Westlawn will not improve until there is cooperation between the campus leaders and the teachers. Campus leaders must be able to fully oversee and improve instructional quality. When campus leaders “go along” instead of leading, they perpetuate mediocrity. “Teachers must be coachable,” says Rae Ann Patty, Coordinator of Elementary ELAR and Social Studies for TISD. The new principal at Westlawn will create an environment where teachers feel safe to experiment with research-based strategies and where teachers actively seek to improve their instruction. However, teachers who move through the teacher improvement process without positive results will be removed.

<sup>1</sup>Love, N. B. (2008). *The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry*. Sage Publications.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TISD manages and provides training and staff development for 8 elementary schools, 1 middle school and 1 high school. The district, led by Coordinator of Professional Development, Christy Tidwell, understands the distinct and different training needs for each of the campuses. With a wide variety of external providers coming into the district, she has a strong review process to both select appropriate providers and to evaluate their effectiveness in terms of achieving the desired results of the trainings. Selection of the highest quality external providers is a 5 step process:

- Identify a reasonably sized pool of prospective external providers  
In consideration of appropriate external providers, processes are in place to seek applicants. Through attendance at conferences, networks with schools of similar demographics, recommendations from the state and reviews of professional journals, a pool of providers is collected and considered for contracting with the district/campus.
- Assess level of experience in delivering the work  
TISD thoroughly researches external providers and involves the provider in extensive interviews to assess the level of experience of the provider. Teachers' time is valuable. Trainings must be delivered in a way that is meaningful for teachers so that they see the usefulness and relevance of the strategies presented.
- Determine a history of prior success; consistent strong results in similar projects  
In the selection process, TISD contacts references and schools with similar needs and student demographics. Both campus and district administrators have strong relationships and connections to schools in the Region 8 ESC area. Networking with other schools both in the area and in the region allows for information concerning the effectiveness of a provider to be shared and assessed to determine the provider's history of results.
- Conduct a risk-assessment related to contracting  
During the interview and contract negotiation process campus and district leaders communicate the precise needs for the training/information that should be delivered by the provider. A clear definition of the results expected is communicated. If the provider has a multi-year contract, provisions are made to assess successes and results promised at the end of each year of the contract. The district assures that the contract will be terminated if execution of expectations is not satisfactory.
- Execute final selection and procurement  
Armed with surveys, appropriate contracts, references and input from all stakeholders the district coordinator makes a final selection and enters into an agreement with the external provider. Any and all external providers paid with TTIPS funds will be taken through TISD's process for selecting high-quality, best-fit trainers.

Westlawn's *Improvement Required* accountability rating for three years in a row indicates a critical need for reform and improvement. Key to the improvement process is the provision of ongoing, research-based professional development. After the professional development is provided there must be effective support for teachers to ensure that the trainings are implemented with fidelity. Funds from the TTIPS grant will enable Westlawn to accomplish these improvement activities.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Statutory Requirement 2: External Provider Oversight.** Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Upon initial contact with selected external providers, a clear, concise contract is developed to spell out the expectations and the desired results of the training.

- Proposed schedule to regularly review external provider performance  
All consultants will be expected to schedule a review written into their contract. Evaluations from all recipients of the trainings/professional development provided will be examined to ensure that information and strategies presented are appropriate and delivered according to contract requirements.
- Campus/district personnel responsible for oversight and management of providers  
Oversight and management of providers is a team effort that involves teachers, campus administration and district administration. The ultimate responsibility for oversight and management rests with TISD's Coordinator of Professional Development; however, input, surveys and progress reports are all taken into consideration for this process to take place.
- Process/instruments used to measure and monitor success of providers  
Rubrics that include several aspects of the evaluation process are the best instruments to monitor success because they have multiple indicators of success and they have sliding scales for levels of implementation. Those levels of success include 5 measures:
  1. No implementation – information was provided but no action was taken after the training
  2. Mechanical implementation – teachers duplicate what they saw
  3. Routine implementation – Teachers actually use the strategies as evidenced by walk-through data
  4. Routine and appropriate implementation – the training/strategies are imbedded in classroom instruction and implemented with fidelity
  5. Executive Control – Teachers are so confident that they can actually teach the strategies to a fellow educator and they need no follow-up training
- Corrective actions or additional supports utilized to improve provider performance  
The more effective trainings offered to teachers are not one-shot trainings or "sit-and-get" one-way trainings. The more effective external providers have teachers practice the strategies during the training and they provide on-site coaching for individual teachers. Academic coaches and campus administration attend trainings so that follow-up support can be provided for teachers.
- Criteria/sequence of actions to be taken to remove/replace a low performing provider  
Three actions will be taken to remove/replace a low performing provider:
  1. Collect data and evaluative information from classroom teachers, coaches and administration
  2. Evaluate the results of the training by examining teacher behaviors and student behaviors
  3. Measure the changes seen in achievement

TISD is a good steward of all revenues, whether local, federal or grant funds. All departments for TISD must follow the district's business and financial practices so that accountability for expenditure of funds is optimal and auditable.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Statutory Requirement 3: Pre-Implementation Year.** List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- |     |  |
|-----|--|
| 1.  | District leaders, principal and the SBDM committee will hire the grant director/extended day coordinator to begin the planning process and to allow for grant requirement trainings through TCDSS.                                 |
| 2.  | The grant director/extended day coordinator along with the campus administration will hire the administrative assistant who will assist in setting up processes and procedures in the administration of the grant.                 |
| 3.  | Offices will be established with the purchase of computers/printers for grant director and administrative assistant. Supplies for the office will be purchased to assist in the organization of grant requirements and activities. |
| 4.  | The leadership team along with district administration will develop a process for including student achievement/growth into the PDAS summative score.  |
| 5.  | TISD administration will assist in the development of a rubric for awarding incentive pay to teachers who reach locally developed levels of student growth.  |
| 6.  | The district will establish procedures for teachers to advance in their careers on their campuses.   |
| 7.  | The grant director/extended day coordinator will analyze all summative results, needs assessments and root cause analyses to ensure grant requirements/activities are aligned with those results.                                  |
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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Statutory Requirement 4: Coordinated and Integrated Efforts.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Coordination of district grant funds to provide student access to technology:**

During this past school year Westlawn was the recipient of an Apple® grant. Funds from the grant were designed to upgrade the infrastructure and to provide computers and hand-held devices for faculty and students. Installation of wiring and hubs occurred during the spring semester of 2015. Distribution and implementation of devices for both teachers and students will occur during the fall semester of 2015. Training from the Apple® instructors will enable teachers to become familiar with all of the tools available to them that will assist with full integration of technology tools in the curriculum. District administration will attend the trainings to help with monitoring and implementation of the training. TISD understands that teachers have very busy schedules and they have little time to explore technology use and integration of technology into the curriculum in a meaningful way. A **technology integration specialist** who has at least 5 years of teaching at the elementary level will be hired to provide on-time support for the staff. Job responsibilities for the technology integration specialist will include training teachers, researching appropriate apps, troubleshooting devices and modeling lessons.

After school, before school and summer school efforts during the past school year became a vital effort in extending the learning day/year. Focus and Priority funding was used to supplement after- before-school and summer school activities, however, funds were limited so adequate staffing and supplies became an issue. The TTIPS grant, through the leveraging of Focus and Priority funds and local funds will supplement the efforts to provide a quality extended day/year program. The grant will provide for a grant director's position that is two-fold: 1. Direct grant activities and reporting, and 2. Coordinate extended day/year activities that pick up where the day school ended. The grant director will ensure a seamless transition in instruction between the day school and the extended day school so that tutorials will best follow up where classroom instruction left off.

**Coordination and integration of efforts between Westlawn and feeder campuses:**

To coordinate the efforts and maximize the effectiveness of grant funds, TISD will begin a vertical alignment process that will involve teachers at Dunbar Early Learning Center (PK campus), Theron Jones Early Literacy Center (K-2 campus) and Westlawn Elementary (3-5 campus). Starting this fall teachers will meet together at least annually to examine the vertical alignment of instruction. Fifth grade teachers will communicate with fourth grade teachers about fifth grade expectations, fourth will communicate with third, and so on – down to PK. The vertical alignment documents in the TEKS Resource System will be the guide for discussion and examination of practices and expectations at every grade level in the core areas. All teachers need to understand what their students must know and be able to do before promoting to the next grade level.

**Ongoing and existing efforts:**

Ongoing and existing efforts include strategies implemented last school year. Student data notebooks are used daily by students and teachers to track student performance on formative assessments, to inform teacher-student discussions and to develop a plan for needed support. A structured time is set aside for quarterly "data days," when students meet with staff to review their academic and behavioral progress. TTIPS funds would provide for two more interventionists and two more coaches who would assist in this process. Students become responsible for their own learning by maintaining their data notebook, which indicates successes and areas of need in learning, comprehension and behavior. Similar to student notebooks, each core subject teacher maintains his or her own data notebook. The teacher data notebook primarily includes class-level data that parallel the information maintained in the student data notebooks. This information is used in multiple situations, including PLC reviews and consultations, communication with parents, and tracking of individual students.

Coordination and integration are vital in providing avenues for communication and professional growth for teachers. Grant funds leveraged and coordinated with other funding sources will best move the Westlawn campus through a transformation process that will bring their accountability rating to *Met Standard*.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Statutory Requirement 5: Principal Replacement**

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Taryn Wells

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

July 2015

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Statutory Requirement 6: Rural LEA Flexibility**

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model  
selected for modification:

NA

Description of the  
modification:

NA

How intent of the original  
element remains/will be met:

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	<p>With the TAIS process as the centerpoint for data collection Westlawn utilized:</p> <ul style="list-style-type: none"> <li>• Grade averages</li> <li>• Criterion referenced checkpoint assessments</li> <li>• Benchmarks twice a year</li> <li>• Retention rates</li> <li>• Attendance rates</li> <li>• Student growth from one grading period to the next that shows change in achievement between two or more points in time and will count for <b>20%</b> of the teacher's evaluation score</li> <li>• Multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement</li> <li>• Level of implementation of trainings and campus goals</li> </ul>
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	<p>Formative assessment of professional practice will include multiple observations that lead to an examination of walk-through data and performance data on all levels of assessments. The principal, assistant principal and instructional coaches will go into classrooms to examine the implementation of trainings and to examine performance data concerning student growth and behavior.</p> <p>Summative assessments will incorporate multi-layered assessment data to give the principal a clear picture of the performance and growth of teacher professional practice.</p>
Describe how the evaluation system was developed with teacher and principal involvement:	<p>Led by the campus principal, the site-based campus committee will develop a rubric that will be used to evaluate teachers in all performance areas including student growth. Consideration will be given to baseline data and benchmark progress data as well as summative data.</p>

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Statutory Requirement 8: Educator Reward and Removal**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	<p>Incentive pay of \$2,000 will be provided for teachers for achieving student growth levels set out by locally determined criteria. District level administration will ensure that the process for awarding incentive pay is designed to be fair and attainable. Other awards that will be tied to increases in pay will be promotions to:</p> <ul style="list-style-type: none"> <li>• Grade level chairpersons - \$1000 stipend</li> <li>• Instructional coaches – district payscale levels</li> <li>• Academic interventionists – district payscale levels</li> </ul> <p>Campus administrators will promote the retention of effective teachers by providing them with incentives and opportunities for advancement on the campus level.</p>
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	<p>Transformation will not occur without a strong system of support for teachers. Westlawn will use academic coaches to conduct walk-throughs that will provide opportunities for timely, face-to-face suggestions for improvement. Additional training or reviews of trainings will be provided for teachers who are struggling to improve professional practice. Professional Learning Communities will be established to encourage sharing and mentoring between new and/or struggling teachers and established teachers. Teachers will be encouraged to visit other classrooms to see effective strategies in practice. One of the responsibilities for academic coaches is to model lessons for teachers who need assistance.</p>
Describe the criteria established for educator removal:	<p>If academic coaching, additional training and professional learning communities have not resulted in teacher improvement, the teacher will be placed on a Teacher Improvement Plan (TINA- Teacher in Need of Assistance). The principal will collect documentation of walk-throughs, coaching sessions and student performance measures to move the teacher through the improvement process. If the teacher does not effectively implement the improvement plan, removal will be necessary.</p>

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students**

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Statutory Requirement 10: Developing an Early College school-wide strategy**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	NA
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is a good partner for your development:	NA
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Statutory Requirement 11: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Statutory Requirement 12: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

NA

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Statutory Requirement 13: High-quality preschool programming**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

NA

Indicate if the campus will partner with community-based provider to deliver the preschool.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

NA

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Statutory Requirement 14: Screening and Selecting Staff**

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	NA
Indicate the number of existing staff rehired for work in the turnaround model implementation:	NA
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	NA
Indicate the number of new staff hired for work in the turnaround model implementation:	NA
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Statutory Requirement 15: New Governance Structure/Turnaround Office**

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Statutory Requirement 16: Whole-School Reform Model Developer**

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

NA

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

NA

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications:

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.**

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**Statutory Requirement 18: Enrollment in higher achieving schools**

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Academic Performance/Improve the Instructional Program*****Planned Intervention****Period for Implementation**

1.	Academic coaches and interventionists will collect data using all levels of assessment as set out in the TTIPS Data Collection Pyramid.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Coaches and campus administration will provide just-in-time coaching, modeling and support to all new teachers throughout the school year.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Coaches, interventionists and campus administration will use formative data to provide appropriate levels of intervention for students. Formative data will be analyzed at weekly team meetings to assist teachers in monitoring instruction and interventions.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Teachers will provide more technology-based instruction on mobile classroom devices and will receive assistance from a technology integration specialist.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	All teachers will be trained in a structured writing process to ensure continuity in writing instruction across the campus. New teachers will be trained each year.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Vertical alignment efforts with feeder campuses will be conducted by TISD administration to ensure effective communication of performance indicator expectations for each grade level.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:***Increase Teacher Quality*

Planned Intervention		Period for Implementation	
1.	All classroom teachers who meet locally defined measures for student growth on the STAAR assessment will be provided with a \$2,000 award.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	TISD will provide a \$4,000 recruitment stipend for teachers new to Westlawn.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Job-embedded, subject specific professional development will be provided to assist teachers improve strategies and to provide continuity from classroom to classroom and across grade levels.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Academic coaches will provide daily, timely feedback for teachers to assist with implementation of campus initiatives. Weekly meetings will provide teachers with time to collaborate and assess instructional strategies/data.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	An integration specialist who is a certified elementary teacher will provide instructional technology support.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Specific training in writing will be implemented across the campus to ensure continuity of strategies, assessment and terminology.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
7.	Opportunities for teacher advancement will be implemented. Teachers can work toward becoming a grade level chair, an academic coach or an instructional interventionist.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Increase Leadership Effectiveness*****Planned Intervention****Period for Implementation**

1.	The campus principal has been replaced. Taryn Wells has been named the new principal for Westlawn Elementary. (hiring date July 2015)	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
2.	TISD will develop a principal evaluation system tied to student growth. Principal will be placed on a growth plan if year-to-year student achievement does not grow.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Westlawn and TISD administration will provide opportunities for teachers to become campus leaders such as campus chairpersons, academic interventionists, instructional coaches and campus level administrators.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Campus administration will conduct "learning walks" to recognize effective teaching and high expectations and to provide growth-provoking feedback to teachers.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Campus leaders will attend and implement strategies from professional development delivered through: <ul style="list-style-type: none"> <li>• Job-embedded professional development</li> <li>• School improvement conferences</li> </ul>	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Teacher leaders will be provided with sufficient time for planning and collaborating to monitor and assess campus-level initiatives to provide support for teachers in implementation of reform efforts.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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**Critical Success Factor:**

*Increase Use of Quality Data to Inform Instruction*

Planned Intervention		Period for Implementation	
1.	Teachers will utilize the instructional guidance tools in the TEKS resource system. All new staff will be trained in the use of the TEKS resource system.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Campus administration will provide time for teachers and teacher leaders to meet weekly to evaluate campus initiatives and provide support for new teachers to ensure fidelity in implementing reform efforts.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Academic coaches will build common classroom assessments that provide achievement data and skills attainment for every student. They will utilize data from assessments to monitor and adjust instructional strategies to meet the needs of the students.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	TISD will hire two additional coaches and two additional interventionists whose primary role is the collection and organization of performance data.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
5.	Academic coaches will use the data management system, Eduphoria, to create cohort and longitudinal reports that show trends, strengths and weaknesses in achievement across all student groups. They will use both summative and formative assessment data to inform instructional changes.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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**Critical Success Factor:**

*Increase Learning Time*

Planned Intervention		Period for Implementation	
1.	The grant coordinator will use flexibility in scheduling to provide intensive, targeted tutoring during the school day, after school and during summer school.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
2.	Teachers will participate in professional learning communities, job-embedded training and school improvement conferences for teachers, teacher leaders and campus administration to assist with acquiring information to provide flexible schedule and innovative uses of classroom instructional time.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Campus administration will provide after school enrichment activities that involve students in more hands-on project-based activities that address the TEKS in innovative units.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Campus administration and coaches will encourage "learning walks" for teachers to visit other classrooms to watch co-workers who utilize innovative strategies and classroom management techniques.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 X Year 5
5.	The district will Implement a software solution to help teachers provide technology-based instruction that is individualized and high interest so that teachers can maximize time spent in addressing learning gaps.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
6.	The district will provide mobile computing devices for both teachers and students to access online tools and resources 24/7.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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<b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>		
County-district number or vendor ID: 019907		Amendment # (for amendments only):
<b>TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment. Additionally, indicate the period during the grant cycle in which the activities will be implemented. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<i>Increase Parent/Community Engagement</i>	
<b>Planned Intervention</b>		<b>Period for Implementation</b>
1.	Campus administration will hire a Family Engagement Specialist whose main responsibility is to increase parental involvement in the school and to build relationships and trust.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
2.	The Family Engagement Specialist will provide parent trainings on topics such basic use of technology, games and strategies to help support math and reading homework. The FES will survey parents to determine topics of interest that could be provided for parents.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	The Family Engagement Specialist will coordinate the offering of coursework for parents through Texarkana College to assist with the achievement of licenses and/or certifications.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	The Family Engagement Specialist will provide a consistent stream of information to parents via mail-outs, newsletters, phone calls and home visits to create an atmosphere of trust and cooperation.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	The Family Engagement Specialist will coordinate an effort to Involve students in job-shadowing/internships in community businesses.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	The Family Engagement Specialist and campus administration will promote positive achievements through the local paper and through presentations and displays at local community organizations.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 019907

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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**Critical Success Factor:***Improve School Climate*

Planned Intervention		Period for Implementation	
1.	Coaches, interventionists and campus administration will provide daily assistance and support for teachers.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Frequent surveys of the teaching staff, parents and students will be conducted by campus administration to determine the level of trust and support provided by campus leaders.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Campus administration will promote the frequent display of student artifacts to build confidence in the students' feeling of self worth and pride.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	TISD administration and academic coaches will provide job-embedded staff development and continual feedback to improve instruction and to increase teacher confidence.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Academic coaches, in coordination with the Grant Director will utilize TCDSS and TAIS resources to provide support for school reform.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	The grant director/extended day coordinator will provide extended learning opportunities for students to receive either remediation or enrichment activities after school or in summer school.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 019907			Amendment number (for amendments only):	
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 019907

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 019907

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 019907

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 019907

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 019907

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 019907

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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